CHAPTER I
INTRODUCTION

This chapter presents an overview of this study. This chapter consists of five sections, which are background, statement of problems, the purpose of the research, research methodology, and organization of paper.

1.1 Background

Writing is an important skill that needs to be mastered by the students. The significance of writing is evident in the statement of Alwasilah and Alwasilah (2005: 134) that stated writing has been proved as language activity that help students to create the logical competent, that is the ability to solve problem through complex linguistic and cognitive ability such as organizing, structuring, and revising. Thus, it is clear that writing is one of important skills that students should master. However, in reality, many students complained about the difficulty of writing. Cahyono (1997:63) stated that many students in Indonesia think writing is the most difficult skill.

There are some reasons why writing is considered as the most difficult skill. Two of them can be seen from the characteristic of writing and from the methods used in teaching writing. First, seeing from its characteristic, writing is considered as a complex skill. This is supported by Alwasilah and Alwasilah (2005: 43) that said writing is not only an activity transferring spoken language to written one, but it is a

mechanism of flow of ideas, concept, and knowledge generated by the correct structures, coherent paragraphs, and free from mechanical errors. Second, relating to the teaching methods used, many teachers did not implement the appropriate way in teaching writing. In teaching writing, for example, many teachers assign papers, grade them and finally hand them back with some feedback or without giving feedback so that students do not understand the deficiency and error they made in writing (Alwasilah, 2002). Whereas, Dheram (1995) stated that feedback seems to be central to the process of teaching and learning of writing.

Based on the explanation above, it can be underlined that feedback from teachers on students' writing is one of the important means to solve the writing difficulties. On the other hand, according to (Brender, 1998; Fregeau, 1999; cited in William, 2003), feedback without explanation or discussion from or between teachers and students will not bring significant positive effects toward students' writing. Departing from this point, the environment in most Indonesian public school in which they have big number of students became an obstacle for teachers in giving feedback. Teachers who teach classes with a big number of students experienced difficulties in giving feedback because they have no enough time to correct and discuss each of students' writing (Alwasilah and Alwasilah, 2005: 44).

Anticipating this problem, teachers can actually benefit students to correct their peer's texts. Teachers can encourage and train students through collaborative teaching, a teaching writing technique that involve peer feedback (Alwasilah and

Alwasilah, 2005:21). Peer feedback is defined as working with classmates to help improve, correct and edit students' writing related to writing contents, organizational patterns, grammatical structures and appropriate word choice (Mi, 2009:60). In its implementation, many researchers reported that peer feedback help students in developing their writing skill. Peer feedback has shown to have positive effects on students' writing process and product. Atay and Kurt (2007:15) for example on their argument point out the positive effect of peer feedback. They stated that students can help each other in the composing a better texts since in peer feedback sessions students not only write their own texts but read the texts written by other students, adopt the role of interested readers and commentators.

Based on the consideration above, therefore, this study investigated whether or not peer feedback technique improves students' narrative writing. This study also investigated the students' perception toward the use peer feedback technique in developing students' ability in writing narrative text.

1.2 Statement of Problems

This research is directed to answer the following questions:

a. Does the use of peer feedback technique improve students' narrative writing?

b. What are students' responses toward the use of peer feedback in teaching narrative text?

1.3 The Purposes of the Research

In accordance with the research questions above, this study aimed to achieve the following objectives:

a. to investigate whether or not the use of peer feedback technique improves students' narrative writing.

b. to find out students' responses toward the use of peer feedback technique in teaching narrative text.

1.4 Research Methodology

1.4.1 Design

The research is quantitative research because it proposed to test a hypothesis through collection and analysis numerical data. Sugiyono (2008:34) said that quantitative method is used when a study aims to test a hypothesis. Banner (2005) also said that quantitative research shows the implementation of numerical approach toward data collection and analysis.

Then, because this study investigated the use of peer feedback in improving students narrative text, experimental design was applied where the sample of the study was not chosen randomly. In order that, quasi-experimental non-equivalent pre-test post test design was applied, with non-randomized pretest-posttest group. Quasi-experimental non-equivalent pre-test post design is used when the study wants to see the effect of a treatment where experimental and control group are not choose randomly (Sugiyono, 2008:107).

There were two classes involved in the study, one class as experimental group and other as control group. At the beginning, pre-test was conducted to students of both groups. After that, students were given the several treatment sections where peer feedback technique was only applied to experimental group. At the end of the treatment, post-test and questionnaire were applied to find out students' final score and responses toward the use of peer feedback technique. The-post-test was conducted in both classes however the questionnaire was only given in experimental group. The quasi experimental design in this research is described as follow:
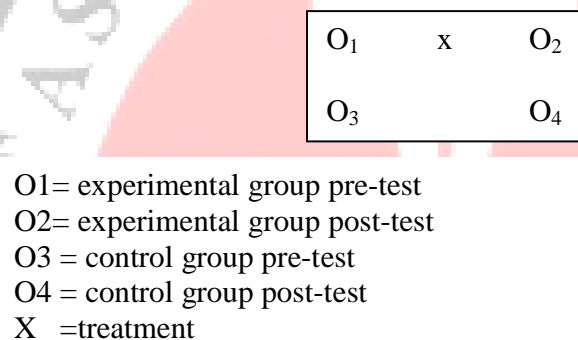
O_1	x	O_2
O_3		O_4

O1= experimental group pre-test
O2= experimental group post-test
O3 = control group pre-test
O4 = control group post-test
X =treatment

Figure1.0.1 Quasi Experimental Design   )8)

1.4.2 Population and Sample

The study was conducted to the first graders of one SMA in Cimahi. The sample of this study was the students from two selected classes, the first class is the experimental group and the second class is the control group. Each class consisted of 40 students. However, to anticipate the absence of the sample of the research, therefore, this research only took 35 students from each class as the sample. As a result, the total fix numbers of the sample was 70 students. The sample was chosen

based on the consideration that students in this level have sufficient experience in writing skill.

1.4.3 Data Collection

The data collected were the scores obtained from pre-test and post-test and from the questionnaire filled by the participants. In acquiring the data, this study involved two instruments. The instruments used in this research were writing tasks, and questionnaire.

Writing tasks

In this study, writing task was used to measure students' ability in writing narrative text. The test consisted of five narrative texts including test for pre-and post-test. At the beginning, students were given a pre-test to collect the data about their initial ability in narrative writing before peer feedback technique is applied. In last meeting, students were given post-test to measure students' ability after peer feedback technique is applied.

Questionnaire

Questionnaire was administered to attain the information about students' responses toward the use of peer feedback technique in teaching writing. The questionnaire was given only to experimental group after conducting the post-test. The questionnaire contained ten statements that related to students' responses toward teaching and learning process.

1.4.4 Data Analysis

There were several steps taken in analyzing the data collected. The data collected from pre-test and post- test were analyzed using IBM SPSS Statistics 19.0 for Windows. The procedure of analyzing the data comprised several steps. First, the data collected from experimental group and control group were analyzed using "Grade 3 Narrative Score Guide" by Alberta Education (2010). Second, the scores were calculated in order to find out the means of both scores. After that, the means of these tests were compared using independent t-test with the assist of IBM SPSS Statistics 19.0 for Windows to find out whether or not the use of peer feedback in teaching writing improve students' writing skill. Before conducting independent t-test, the normal distribution and homogeneity variance test were done. The analysis of normal distribution and homogeneity variance were intended to see the differences of mean in experimental and control group.

After calculating the data from pre-test and post-test, data from questionnaire were analyzed. The data were analyzed based on the frequency students' answers. The result was calculated and interpreted into percentage. The formula of percentage used is as follow:

$$P = \frac{F}{n} \times 100$$

P= percentage
F= frequency
n =the sum of the sample
100=constant

(Sudjana, 1984: 49)

Figure 1.0.2 Percentage Formula

1.5 Organization of the Paper

The chapter is presented into five chapters:

CHAPTER I : This chapter consists of introduction which discusses background of the study, statement of the problem, aims of the research, research methodology, and organization of the paper.

CHAPTER II: This chapter presents the theoretical framework. It contains some theories that related to writing skill, narrative text, and peer feedback.

CHAPTER III: This chapter presents the research methodology that discuss the design used, formulation of problems, hypothesis, and clarification of terms, data collection, research procedures, and data analysis.

CHAPTER IV: This chapter presents the research result, whether the peer feedback technique is effective in developing students' writing ability or not. It also

explains students' responses toward the use of peer feedback technique in teaching reading.

CHAPTER V: This section provides the writer's interpretation of the research result in the form of conclusions and recommendations.